



Social
Studies



Literacy

APPLE PIE JOURNEY

Grade Level

3-6

Length of Lesson

50-60 minutes

Objective

After completing this activity, students will have a better understanding of how and where foods are grown and produced around the world.

Materials Needed

- Copy of [*How to Make an Apple Pie and See the World*](#) book by Marjorie Priceman
- Copies of student worksheets
- Crayons or colored pencils
- Individual World Maps (optional)

Standards

Common Core

CCSS.ELA-Literacy.RI.2.1- 4.1; RI.2-6.7; RI.4.2; RI.4.3; RI.4.6; RI.4.7; RF.4.4; W.4.3; W.4.7; SL.4.2

ISSS

SS.G.1.2; SS.G.1.K-3;
SS.G.3.3; SS.G.4.5;
SS.G.1.6-8

Lesson Summary

This lesson is designed to help students recognize and better appreciate that the ingredients from their favorite foods come from agriculture systems across the world.

Suggested Sequence of Events:

1. Read through the AITC Apple Ag Mag to learn more about trees. Interactive online versions can be found on our website.
2. Complete the activity by following these procedures:
 - Read *How to Make an Apple Pie and See the World*.
 - Ask your students if they have ever heard about any of the countries the main character visited. Ask them if they knew that other countries have farmers who produce food just like the U.S. does.
 - Pass out the student worksheet and explain that you're going to read the story to them again, but this time they will have a reading/listening purpose.
 - Pass out individual world maps if you have them. If individual world maps are not available, pull up a world map to project so all students can see.
 - Read through the directions on the student worksheets.
 - Read the story again, this time stopping to make sure students can identify the locations of the countries visited.
 - Have students ensure they followed all the directions on the worksheet.
3. Whole class discussion and reflection of activity.

TEACHER RESOURCES

Extension Ideas:

- Learn about the history of apple pies. Where were they first made?
- Research what variety of apple is best for baking. Are there different varieties that are better for specific uses?
- Have students re-write the story using a different recipe like a cheeseburger or banana split.
 - Once they're done with their story, have them get with a partner and track the voyage on a world map just like in this activity.
- Choose one ingredient from the story and have your students do a little more research to create a concept map. What countries farm this commodity? What farming techniques are used? What recipes around the world use this ingredient?
- Turn this activity into a stations activity to get your students up and moving. Give each station some information about the country being visited in the story.
- Have students identify the latitude and longitude of the places the main character visited.
- Learn how to say the names of the commodities in the languages from the countries visited in the story.
- Have students do a gallery walk with these [images](#) of what kids around the world eat for lunch in a week, available at <https://time.com/what-kids-eat-around-the-world-in-one-week/>.
- Watch this school lunches around the world [video](#), available at <https://www.youtube.com/watch?v=Po0O9tRXCyA>.
- Use this [interactive map](#) from National Geographic to show students the different climate regions around the world and how those impact the food we eat. Map available at mapmaker.nationalgeographic.org.
- Go to agintheclassroom.org to contact your County Ag Literacy Coordinator for free classroom sets of our Ag Mags!



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STUDENT WORKSHEET

Directions: Complete the steps below using your blank world map!

1. Turn your map so that it is facing the correct direction. Then, draw a compass on the bottom, right side of the map. Make sure to label your compass with North, South, East and West.
2. As your teacher reads the story, locate the countries the main character visits and color in the country.
3. Label the countries. Make sure to spell their names correctly!
4. Draw the path of the route our main character takes.
5. Answer the questions below:

What countries did our main character visit?

Using your compass skills, navigate us through the route the main character took in the story.

The ingredients we use to make food are products that come from original sources. Match the ingredient our main character needed with its original source.

Sugar

Eggs

Apples

Cinnamon

Salt

Butter

Flour

Wheat

Kurundu tree

Cow

Seawater

Chicken

Sugar cane

Orchard



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